

Developmental Milestones of Children from Birth to Age 3

INTEREST IN OTHERS	SELF-AWARENESS	MOTOR MILESTONES AND EYE-HAND SKILLS
<ul style="list-style-type: none">Newborns prefer the human face and human sound. Within the first two weeks, they recognize and prefer the sight, smell, and sound of the principal caregiver.Social smile and mutual gazing are evidence of early social interaction. Can initiate and terminate these interactions.Anticipates being lifted or fed and moves body to participate.Sees adults as objects of interest and novelty. Seeks out adults for play. Stretches arms to be taken.	<ul style="list-style-type: none">Sucks fingers or hand unintentionally.Observes own hands.Places hand up as an object comes close to the face as if to protect self.Looks to the place on body where being touched.Reaches for and grasps toys.Clasps hands together and fingers them.Tries to cause things to happen.Begins to distinguish friends from strangers. Shows preference for being held by familiar people.	<ul style="list-style-type: none">The young infant uses many complex reflexes: searches for something to suck; holds on when falling; turns head to avoid obstruction of breathing; avoids brightness, strong smells, and pain.Puts hand or object in mouth. Begins reaching toward interesting objects.Grasps, releases object again.Lifts head. Holds head up. Sits up without support. Rolls over. Transfers and manipulates objects with hands. Crawls.

The Early Months (birth through 8 months)

<ul style="list-style-type: none">Exhibits anxious behavior around unfamiliar adults.Enjoys exploring objects with another as the basis for establishing relationships.Gets others to do things for child's pleasure (wind up toys, read books, get dolls).Shows considerable interest in peers.Demonstrates intense attention to adult language.Models adult behaviors like vacuuming, setting table, putting on coat and carrying purse to "go work," using a telephone or another object as a telephone.Enacts simple dramatic play scenarios with others, like caring for dolls, acting like an animal, or riding in a car or train.	<ul style="list-style-type: none">Knows own name.Smiles or plays with self in mirror.Uses large and small muscles to explore confidently when a sense of security is offered by presence of caregiver. Frequently checks for caregiver's presence.Has heightened awareness of opportunities to make things happen, yet limited awareness of responsibility for own actions.Indicates strong sense of self through assertiveness. Directs actions of others (e.g., "Sit here!")Identifies one or more body parts.	<ul style="list-style-type: none">Sits well in chairs.Pulls self up; stands holding furniture.Walks when led. Walks alone.Throws objects.Climbs stairs.Uses marker on paper.Stoops, trots, can walk backward a few steps.
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Explorers (8 to 18 months)

<ul style="list-style-type: none">Shows increased awareness of being seen and evaluated by others.Sees others as a barrier to immediate gratification.Begins to realize others have rights and privileges.Gains greater enjoyment from peer play and joint exploration.Begins to see benefits of cooperation.Identifies self with children of same age of sex.Is more aware of the feelings of others.Exhibits more impulse control and self-regulation in regulation in relation to others.Enjoys small group activities.Acts out simple dramatic play themes with others ("You baby; me mommy"; going to the store, cooking dinner, preparing for a party.)	<ul style="list-style-type: none">Shows strong sense of self as an individual, as evidenced by "NO" to adult requests.Experiences self as a powerful, potent, creative doer. Explores everything.Becomes capable of self-evaluation and has beginning notions of self (good, bad, attractive, ugly).Makes attempts at self-regulation.Uses names of self and others.Identifies six or more body parts.	<ul style="list-style-type: none">Scribbles with marker or crayon.Walks up and down stairs. Can jump off one step.Kicks a ball.Stands on one foot.Threads beads.Draws a circle.Stands and walks on tiptoes.Walks up stairs on foot on each step.Handles scissors.Imitates horizontal crayon strokes.
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Toddlers and 2-Year-Olds (18 months to 3 years)

LANGUAGE DEVELOPMENT/COMMUNICATION	PHYSICAL, SPATIAL, AND TEMPORAL AWARENESS	PURPOSEFUL ACTION AND USE OF TOOLS	EXPRESSION OF FEELINGS
<ul style="list-style-type: none">Cries to signal pain or distress.Smiles or vocalizes to initiate social contact.Responds to human voices. In the first month can distinguish familiar human voices from all other sounds. Gazes at faces.Uses vocal and gestural communication to express interest and exert influences.Babbles using all types of sounds. Engages in private conversations when alone. Combines babbles. Understands names of familiar people and objects. Laughs. Listens to conversations.By about six months, distinguishes sounds of home language from other speech.	<ul style="list-style-type: none">Comforts self by sucking thumb or finding pacifier.Follows a slowly moving object with eyes.Recognizes expected patterns of objects in motion (such as arc, bounce or slide).Reaches and grasps toys.Looks for dropped toy.Remembers intricate details of an object (such as a mobile) and shows signs of recognition on seeing the object again.Identifies object from various viewpoints. Finds a toy hidden under a blanket when placed there while watching.Predicts a sequence of events after seeing the sequence a number of times.	<ul style="list-style-type: none">Observes own hands.Grasps rattle when hand and rattle are both in view.Hits or kicks an object to make a pleasing sight or sound continue.Tries to resume a knee ride by bouncing to get adult started again.	<ul style="list-style-type: none">Expresses discomfort and comfort/pleasure unambiguously.Responds with more animation and pleasure to primary caregiver than to others.Can usually be comforted by familiar adult when distressed.Smiles and shows obvious pleasure in response to social stimulation. Very interested in people. Shows displeasure at loss of social contact.Laughs aloud (belly laugh).Shows displeasure or disappointment at loss of toy.Expresses several clearly differentiated emotions: pleasure, anger, anxiety or fear, sadness, joy, excitement, disappointment, exuberance.Reacts to strangers with soberness or anxiety.

<ul style="list-style-type: none">Uses eye contact to check back with primary caregiver.By about eight months, turns to look at an object, like a ball, on hearing the word "ball" in the home language.Understands many more words than can say. Looks toward 20 or more objects when named.Creates long babbled sentences.Shakes head no. Says two or three clear words.Looks at picture books with interest, points to objects.Uses vocal signals other than crying to gain assistance.Begins to use <i>me</i>, <i>you</i>, <i>I</i>.	<ul style="list-style-type: none">Tries to build with blocks.If toy is hidden under one of three cloths while child watches, looks under the right cloth for the toy.Persists in a search for a desired toy even when toy is hidden under distracting objects such as pillows.When chasing a ball that rolled under sofa and out the other side, will make a detour around sofa to get ball.Pushes foot into shoe, arm into sleeve.	<ul style="list-style-type: none">When a toy winds down, continues the activity manually.Uses a stick as a tool to obtain a toy.When a music box winds down, searches for the key to wind it up again.Brings a stool to use for reaching for something.Pushes away someone or something not wanted.Creeps or walks to get something or avoid unpleasantness.Pushes foot into shoe, arm into sleeve.Partially feeds self with fingers or spoon.Handles cup well with minimal spilling.Handles spoon well for self-feeding.	<ul style="list-style-type: none">Actively shows affection for familiar person: hugs, smiles at, runs toward, leans against, and so forth.Shows anxiety at separation from primary caregiver.Shows anger focused on people or objects.Expresses negative feelings.Shows pride and pleasure in new accomplishments.Shows intense feelings for parents.Continues to show pleasure in mastery.Asserts self, indicating strong sense of self.
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<ul style="list-style-type: none">Combines words.Listens to stories for a short while.Speaking vocabulary may reach 200 words.Develops fantasy in languages. Begins to play pretend games.Defines use of many household items.Uses compound sentences.Uses adjectives and adverbs. Recounts events of the day.	<ul style="list-style-type: none">Identifies a familiar object by touch when placed in a bag with two other objects.Uses "tomorrow," "yesterday."Figures out which child is missing by looking at children who are present.Asserts independence: "Me do it."Puts on simple garments such as cap or slippers.	<ul style="list-style-type: none">When playing with a ring-stacking toy, ignores any forms that have no hole. Stacks only rings or other objects with holes.Classifies, labels, and sorts objects by group (hard versus soft, large versus small).Helps dress and undress self.Uses objects as if they were something else (block as car, big block as bus, box as house).	<ul style="list-style-type: none">Frequently displays aggressive feelings and behaviors.Exhibits contrasting states and mood shifts (stubborn versus compliant).Shows increased fearfulness (dark, monsters, etc).Expresses emotions with increasing control.Aware of own feelings and those of others.Shows pride in creation and production.Verbalizes feelings more often. Expresses feelings in symbolic play.Shows compassion and concern for others.
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